

**SURVIVING ALASKA**

**A  
PROJECT**

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of the University of Alaska Fairbanks**

**in Partial Fulfillment of the Requirements  
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**MASTER OF ARTS**

**By Natalie Cowley, B.A.**


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SURVIVING ALASKA

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## Surviving Alaska: Indigenous Knowledge in a Digital Age

Have you ever wanted to engage your students in learning literacy skills? Or wanted to know how to incorporate their culture into your lessons while still teaching content standards? Or have you ever wanted to integrate technology into your classroom to engage your students?

I teach in a rural Alaskan, Yup'ik Eskimo village, and I am always struggling with trying to find ways to engage students by bringing in their cultural knowledge, integrating technology, and making sure I am teaching all of the content standards. I created this Master's project to showcase my learning at the University of Alaska Fairbanks and as part of the Alaska Native Education Computer Assisted Language Learning ([ANE CALL](#)) Grant. For my project, I created a place-based augmented reality game to engage students in learning literacy skills. I am using this website as a way to show how I engage my students in enhancing their literacy skills in both English and Yup'ik while combining local elder knowledge with the integration of technology in a game based format.

The Project documentation, lesson plans, tutorials and examples of student work can be accessed at this website:

<http://nataliecowleyakiuk.wix.com/indigenousfuturisms>



## Literature Review

### Introduction:

As a teacher of indigenous students, many of whose first language is not English, I work hard to find ways to teach the westernized curriculum in a way that is appropriate for my students. I teach thirty fifth through eighth graders in a rural Alaskan Yup'ik Eskimo village. For approximately 60% of my students their first language is Yugtun (language of Yup'ik Eskimos) for others English is their first language. However, even though many of them come to school understanding a variety of English, it is not Standard American English (SAE), but a dialect called Village English (VE). As their teacher, I am responsible for making sure that they make annual growth in their ability to understand and use SAE because that is what they are tested on during state-mandated writing tests. Perhaps more importantly, SAE is the variety of English that is expected and necessary for success in schooling and many professional contexts outside of rural Alaska. The district mandated curriculum does not incorporate indigenous Alaskan culture or languages. The curriculum does not take into account my students' unique life experiences. For example, in one reading for the language arts curriculum, the story discusses walking down the street to a carnival and stepping off of a curb and seeing a clown an experience my students have had no exposure to. In rural village settings, we don't have streets, we have boardwalks. These boardwalks are made of wooden planks, so there are no curbs. Not only do we not have curbs or streets, but my students have never visited a carnival or seen a clown in real life. My students struggled with the context of this particular story because they did not have the necessary background knowledge to understand the basic content of the story, making it harder to analyze the text.

I chose to be a part of University of Alaska Fairbanks (UAF), Alaska Native Education (ANE) Computer-Assisted Language Learning (CALL) program to learn how to reach students in a way that is culturally relevant and engaging. As a result of attending this program I have learned how to help my students engage in learning not only in school, but value what they learn outside of school. As I have learned about my students, I have learned that they come to school with an immense amount of knowledge about the world around them. For example, one of my male students could tell me everything about the local rivers and lakes, and where the best places to find different types of fish are while another student can make over ten different types of bird calls and can tell me when and where to use what call for which bird. My students have a knowledge base that I want them to understand they can utilize in the classroom.

Westernized curriculum often puts emphasis on literacy as just reading and writing, while devaluing native ways of learning. From teaching and living in my village of Kasigluk, I have seen firsthand how my students process information in their community. By integrating myself into the community, I have observed children watching an elder cut a fish until they feel comfortable doing it themselves. My students learn through real life experiences, for example, students learn about river currents when setting fishing nets. I know my students learn best when they collaborate with their peers and work as a group rather than through individual work. My students are shy and don't like to be the center of attention. I have one student who will never give an answer even though she knows the answer instead she will tell her partner or her group the answer and have them share it instead of herself. My students learn through Yup'ik dance and storytelling. Incorporating these culturally situated ways of learning into my instruction to help students learn the content standards they are required to learn, makes the content more relevant.

Not only do I want to create culturally relevant lessons for my students, but I also want to engage my students with the use of technology. In today's society, we are surrounded by technology. Even in the village my students have cell phones, tablets, computers, and video games. As technology use grows so do my students' abilities to use these devices. My students are often engaged with some form of technology.

So how can I incorporate indigenous knowledge and technology? They seem like they are in contradiction with one another. Cultural knowledge is seen as knowledge from the past that ingrains them in place while technology can put them in a world outside of their local place. My hope is that with my master's project, *Surviving Alaska*, I make a place for both technology and culture to be relevant tools that engage students in meeting academic content standards. An augmented reality interface was chosen as a medium to do this. It allows for the creation of a story based on cultural knowledge to help students engage in learning about science and literacy skills. Augmented Reality is a mobile interface that enables the design of games around a particular location, authentic roles, authentic documents, narrative challenges, and game mechanics that sculpt user experience (Dijkers et al, 2014). The use of augmented reality fuses the virtual world with the real world to engage students in learning. My game takes place in our village, Kasigluk, and the characters they meet in the game are all local elders. My students play as survivors in a post-apocalyptic world. The students were given background knowledge of this post-apocalyptic world by reading the book *Raven's Gift* by Don Rearden, in which many of the people of our local area were wiped out by a strand of Avian Flu. The students/survivors learn how to survive by learning skills from elders in their community. The skills presented include making shelters, hunting, medicinal plants, and clothing

making. All of this is done to engage students in learning literacy skills to use for journal writing and for digital storytelling that emerge from their experiences playing the game, which involves interacting with the elders and learning traditional skills and competencies. Holden & Sykes (2011) explain “formal learning environments [need] to become places capable of building, rather than simply transmitting, knowledge” (p. 2) This is why I wanted to use AR because it allows students to build their own knowledge and interact with the academic content in a way that is engaging, AR allows students to become active participants in their learning, and not just passive recipients of content.

This paper will explain how my project encompasses the theory of multiliteracies and other learning theories to meet the needs of my students in learning content standards in a way that is culturally responsible.

## **Multiliteracies**

The New London Group first coined the term Multiliteracies in 1996. “Multiliteracies overcomes the limitations of traditional approaches by emphasizing how negotiating the multiple linguistic and cultural differences in our society is central to the pragmatics of the working, civic, and private lives of students.” (New London Group, 1996, p. 60) In westernized teaching, students are taught that the only way to be literate is to be literate in reading and writing. It does not take into account indigenous ways of being literate about the world around them. For example, my student knows how to travel between the many rivers and lakes that surround our village without using a map. He understands how to traverse the region, not from reading it from a text, but through practice, observation, and life experience. Learning how to navigate our local landscape is an important skill, and indeed a form of spatial literacy, that he needs in order to be a productive member of our community, to help with fishing and hunting.

I agree with the NLG that it is not enough for teachers to just teach students basic subjects, rather they must also teach them how to be able to members of a global, technological society. "Students need to develop the capacity to speak up, to negotiate, and to be able to engage critically with the conditions of their working lives"(New London Group, 1996, p. 66). My project aims to show students that their indigenous knowledge should be valued, and utilized not only outside the classroom but in every facet of their lives. I wanted students to learn how to critically evaluate the information they received, analyze it, and be able to share with a variety of audiences why the content is important. When students enter the workforce, they are expected to be able to collaborate with peers, to problem solve complex situations, and navigate a technology-saturated world. My project tries to tackle all of these situations. My students must work with their groups to complete a variety of tasks: interviewing, building shelters, writing journals, discussing content, and creating digital stories. My students work on complex situations during the project. For example, they build a shelter using only tarp, ropes, scissors, whatever they find lying on the ground around the school, and the information they received from the elders. Students are engaged with technology during this project by using the iPad app Aris for game play and note-taking, writing their journals in Google Docs on the iPad, and creating digital stories using Adobe Voice. The theory of Multiliteracies reinforces the belief that students need to be able to enter this global community and be productive. This idea is particularly important for my students as they become productive members of our communities with the push for language revitalization. Being multiliterate helps them develop the skills to be ambassadors for their language and their communities.

Digital media is an invaluable resource that students can use to help them become ambassadors for their language. As students become more comfortable with digital media they can use it to create resources that will help with language revitalization efforts, like members of the Hawaiian culture.



Galla (2009) explains how technology has helped with Hawaiian language revitalization efforts:

1) preservation of the Indigenous language; 2) material development and dissemination; 3) multiple modes of communication; and 4) achieving relevance, significance and purpose can be applied to other Indigenous languages as well (p. 168)

I want to give my students the skills they need so they may use digital media to preserve their language, and show them how their indigenous language is relevant even in a digital age.

Multiliteracies explain that students should be multilingual and have the opportunity to work with different modalities. When students are multilingual they are able to “negotiate discourse differences” (Cope & Kalantzis, 2009, p.3) among the many varieties of language found in Kasigluk. For example, a student speaks Yugtun with Elders, VE with their friends, and SAE in classroom presentations. In my project, I try to include these multilingual differences. The storyline of the game is presented in SAE, however, the videos and audio of elders is presented in Yugtun. The students are able to discuss and take notes in Yugtun or in VE. They then interview elders using Yugtun, but their final journals and digital stories are in SAE with some inclusion of Yugtun. I wanted my project to show them that each language/dialect has a place and use in our classroom.

Multiliteracies does not only pertain to different linguistic variations: it also relates to students being able to navigate different modalities. Cope and Kalantzis (2009) point out that modalities can be “written language [page and screen], oral language, visual representation, audio representation, tactile representation, and spatial representation” (p. 10). Each one of these modalities needs students to use a different set of skills to be able to evaluate and understand the information being presented. For example in my project my students are

using oral language to keep notes in the notebook feature of Aris, interviewing elders in Yugtun, and creating digital stories. Students are using visual representation by adding pictures to their digital stories. During the project, students are receiving audio representation through the use of audio clips and videos of elders discussing the various skills presented in the game. Students are engaged in tactile representation during the game by using the AR interface within the iPad to gather information, and engaging in building their own shelter using tarps and ropes. Lastly, Spatial representation is the ability to understand how objects relate to each other for example when the students work on or build a shelter or adding pictures and text to their digital stories. However, through all of this, students need to be able to understand the information being presented in different modalities. One of the biggest reasons students should be apt at navigating different modalities is because the world is increasingly becoming more complex. Dalton (2012) elaborates, "One of the biggest communication changes happening today is the shift from the printed word on a page to multiple modes of image, sound, movement, and text on a screen" (p. 34). That is why I try to include so many different modalities into my project. I want my students to feel comfortable using multiple modalities for a variety of purposes.

**Available Designs:**

Multiliteracies can be achieved through the concept of meaning making through the cycle of Available designs. The first step in the cycle is Available designs: "Available Designs are the found or discernable patterns and conventions of representation" (Cope & Kalantzis, 2009, p. 10). Available design are not restricted to reading or writing, but instead it can be anything in the student's environment. The available designs that I presented my students with for this project were both multilingual and multimodal.

First the project is multilingual because it presents the material in both English and Yugtun. I was deliberate in my construction of the game in this way because I wanted my students to see that their culture was valued in the classroom, and that even in an English Language Arts classroom, they could use their indigenous language. I wanted to make sure that the material being presented was in the form of comprehensible input. Comprehensible input refers to “language that a learner can understand. It may be comprehensible in part because of gestures, contextual information, or prior knowledge/experience”(Lightbown & Spada, 2013, p. 215). In this context, the videos are comprehensible because students understand what the content will be about before they begin, and it relates to situations and topics that students have background knowledge of or experiences with.

I also wanted to use Augmented Reality (AR) to present the material so that it was multimodal, instead of having them listen to an elder and write about it. I wanted to engage them with a storyline and to use the elder knowledge and incorporate this into their writing.

One reason I chose to use AR is because of its ability to reinforce place-based learning. “The primary value of place-based education lies in the way that it serves to strengthen children’s [and adults’] connections to others and to the regions in which they live” (Smith, 2002, pp. 593-594). Dikkers, Gagnon, Marin, & Squire explain how AR reinforces place-based pedagogy (2014):

Specifically learning embedded in the particular histories, environment, and culture of place (ideally students’ lifeworlds) can: (1) make learning relevant, (2) demonstrate the power that knowledge can have in understanding the world (3) promote agency among learners, (4) raise equity and issues with the curriculum, and (5) address pressing global environmental concerns. (p. 3)

When I was developing my project, I tried to make sure that it covered all five elements raised by Dikkers et al. First, my project makes learning relevant by giving students a purpose: They are writing weekly journals on what they learned so that others can understand how they “survived the apocalypse” based on the knowledge they gained from elders. Secondly, by learning from elders they are gaining more knowledge about the world around them, and how to use that knowledge to survive without modern amenities. Thirdly, by having students determine their own interview questions for elders, they are taking ownership of their own learning to accomplish the task. For the fourth step, I tied my project to my students’ natural environment and their own elders, while also tying it to content standards. By doing this, I am able to help my students gather background knowledge to help tailor their instruction to their individual needs. Finally, my project highlights climate change, and how the spread of disease in a remote area without adequate facilities can have devastating effects on populations.

Not only did I use AR because it ties to place-based pedagogy, but it is also engaging for students. Although digital media can motivate some students to engage, as teachers we must ensure that we are focusing on the skill we are trying to teach. “When using technology in conjunction with language learning, the technology chosen should supplement the lesson and not be the lesson.” (Galla, 2009, p. 176). I agree with Galla, who argues that teachers must be sure that the technology does not become the focus for the lesson, but instead it is just the mode in which the lesson is completed. For example, my project uses many forms of technology, AR, iPad apps, and videos, but these are not the main focus of the project. Instead technologies serve as modes for creating and presenting the material in engaging and interactive ways and as a modality through which students can present their learning.

I chose this game play because I wanted my students to draw connections between traditional knowledge, their own funds of knowledge and community subsistence practices, and the connections that they can make to survival in a new era. I wanted students to really

understand how they could use their own funds of knowledge in the classroom to be able to discuss the material presented. Moll et al.(1992) explain Funds of Knowledge refers “to these historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being”( p. 133 ). I wanted students to be able to draw upon the skills and knowledge they already know and be able to find correlations between their knowledge and the knowledge being presented by the Elders. Through these correlations they would be able to make connections so they may be able to utilize this knowledge to complete the tasks presented in the game. As students worked through the AR game, they were asked to collaborate with their peers in their group. Through this collaboration the students were able to use their own funds of knowledge to help themselves and their group members to complete the tasks because students are “active participants in a broad range of activities mediated by these social relationships” (Moll et al., 1992, p. 134). During the game students were presented information on how to build shelters, and after gathering all of the necessary background knowledge, students were asked to work with their group to create their own shelter. Many of my students have gone camping before, and have worked to set up tents. The students were able to take their own funds of knowledge of setting up a tent, along with the knowledge they learned from the elders, to help themselves and their peers to create their own shelter from what they knew and learned.

### **Designing:**

Available designs are all the ways in which students are presented the material, but as students process the information from the available designs they are involved in the designing process. “Designing transforms knowledge in producing new constructions and representations of reality”(New London Group, 1996, p. 76). My project has the students engaged in several different design processes for several different tasks and outcomes.

First, students are engaged in the design process when they are trying to construct their understanding of the audio, visual, and oral information provided by the elders. I was purposeful in my decision to make sure the videos are in Yup'ik. I chose to do so because I wanted students to have to work together to negotiate for meaning. I wanted students to negotiate for meaning because the "interaction provides opportunities for learners not only to negotiate the message of the input, but, in doing so, to focus on form" (Swain 2000, p. 98). When students are negotiating for meaning they are working on a variety of skills. Students must discuss with each other what they think the interlocutor is saying, but also must focus on the linguistic elements -- forms of bases and post bases -- that the interlocutor is using. Swain and Lapkin (1998) says, "...language use is both communication and cognitive activity. Language is simultaneously a means to communication and a tool for thinking. Dialogue provides both the occasion for language learning and the evidence for it. Language is both process and product" (p. 320). For example two students were trying to write a script to interview an elder in Yup'ik, and they could not know how to say the word 'because' in Yup'ik. They decided to look it up in the dictionary, but when they found the word they felt like it was wrong. The students ended up discussing the word and negotiating what the word should be and how it should be used.

Each week, the students listen to elders to gain background knowledge on a specific topic. The students discuss the information, and decide what questions they have on the topic. They then use these questions to interview elders so they may be able to write on the topic in their weekly journals. This process is part of Task-Based Learning theory. According to Ellis (2003), "A task is an activity which requires learners to use language, with emphasis on meaning, to obtain an objective" (p. 5). They are not focused on the grammar structures that the elder is using, however they are focused on making meaning of the information. They

need to process this information so they may further learn what questions they may want to interview elders about so they can gather as much background knowledge as possible so they can write their journal entries.

However in focusing on the content they may notice a gap in their own understanding. For example, one group of students was working on writing their interview script, and they wanted to end with saying how thankful they were for the information. They knew how to say “thank you very much”, *Quyana Cakneq*, but they wanted a word that was more thoughtful. Through this interaction, students notice that they do not know how to show how thankful they were for the information in Yugtun. They have noticed they have a gap in their own understanding that they need help with in order to be able to thank the elder. Noticing is when students “realize what they do not know or what they only know partially” (Swain, 1995, p. 126).

This noticing leads to a focus on form. Focus on Form is “Instruction that draws attention to the forms and structures of the language within the contexts of communicative interaction” (Lightbown & Spada, 2013, p. 218). So then as students noticed that they did not know the word they needed to show how thankful they felt, therefore they went to our Yup’ik teacher to ask him. He explained to them that they wanted to use the word *Quyanaqvagcit*, which means “you make me feel thankful”(it is a more heartfelt way to say thank you and that you appreciate the person). He then showed them that they wanted to add the postbase *aqvagcit* to *quyana*. He then explained that when they add *aqvagcit* to the base *quyana* they must first drop the letter *a* of the post base because if they don’t it would geminate the *n* in *quyana* and make a *nn* sound. He then explained that you pronounced the *v* in *aqvagcit* with a *vv* sound, but you write it with only one *v* because it follows a stop, *q*. He was able to help the students focus on form. The students do all of this in order to come up with interview questions. Students first negotiated for meaning, then

noticed a gap in their understanding leading them to focus on form to write and ask a correctly formulated question in Yup'ik.

Throughout this project students are working to create comprehensible output. Merrill Swain's comprehensible output hypothesis states "that when learners have to produce language, they must pay more attention to how meaning is expressed through language than they ordinarily do for the comprehension of language" (Lightbown & Spada, 2013, p. 119). The comprehensible output hypothesis explains that when students have to produce language they must make sure that it is comprehensible for the intended audience. There are three parts to the comprehensible output hypothesis. The first is noticing "a gap in what they want to say and what they can say" (Swain, 1995, p. 126). The students did this throughout their interviewing process, but they also do this when they are working on their journals. As my students worked on their journals, many noticed that they did not know the English names for some of the plants that they learned during the medicinal plants unit. They knew what the plant looked like, what it was used for, and the Yup'ik word for it, but they did not know the English word. This led to them noticing a gap in their own understanding.

The second part of output is hypothesis-testing. According to Swain (1995), "Producing output is one way of testing a hypothesis about comprehensibility or linguistic well-formedness" (p. 126). Throughout this project students work together to construct their knowledge and test out hypotheses on each other. They do this through the process of collaborative dialogue. Swain (2000) explains, "Collaborative dialogue is dialogue in which speakers are engaged in problem solving and knowledge building. It heightens the potential for exploration of the product" (p. 102). Students are repeatedly asked to create collaborative dialogues. The first time they do this is when they are trying to come up with interview scripts to use, next when they have to create their own shelter, thirdly they must do so when they



create their weekly journals, and finally when they collaborate to create digital stories from what they learned during the game.

The final aspect of the comprehensible output hypothesis is the use of metacognition. The metacognitive function refers to the students reflecting on their language use, analyzing it, correcting if needed, and internalizing the correct structure (Swain, 1995). As my students worked on their writing journals and digital stories, I would often hear them read aloud their writing and exclaim “wait that’s not how you say that, oh yeah it should be....” The students were able to think about their own language usage, analyze it, and correct it thus helping them to internalize the correct structure.

### **Redesigned**

The final part of the cycle of Available Designs is Redesigned. The New London Group explains redesigned as “the outcome of Designing is a new meaning, something through which meaning-makers remake themselves” (Cope & Kalantzis, 2009, p. 23). Throughout this project students are engaged in learning about a variety of culturally relevant activities in order for them to gain necessary background knowledge to create two different products. The first product that they create is their weekly journals.

The game prompts students to keep journals “so others may learn how to survive by reading their journals”. This prompt gives my students a real audience for their journals. By giving my students a specific audience they then had to choose how they wanted to represent what they learned. The students created narrative journals where they detailed what their characters did in order to survive. The students were engrossed in creating engaging texts that others might use to help them survive. My students worked on their journals first by collaborating with their group and discussing the topics then they collaborated on how they wanted to detail their accounts. They used paper and pencil to brainstorm ideas of what to include, and then they wrote their journal in Google Drive on the iPads.

At the end of the project, students were asked to create digital stories to present to the community what they learned from the project. I wanted the students to have a culminating project that encompassed all that they learned. I also wanted to give them a new audience to write for and an opportunity to create a multimodal text. The students were presented with three options for topics for their digital stories: What I learned, Tips on how to survive, or A year in the life of their characters. The students worked together in their groups to create their digital stories. They first created a storyline using a storyboard. They then used Adobe Voice to create their digital stories. Adobe Voice allows students to upload pictures, add text, and choose the layout of their presentation. It also allows students to record their own voice and add in music to their presentation. The students loved creating the digital stories to share with their families and friends. Many exclaimed that they had not realized all they had learned during the project until they created their digital stories.

The thought behind creating “Surviving Alaska” was I wanted students to be able to not only understand different modalities, but I also wanted them to be able to interpret cultural and linguistic knowledge. I wanted them to understand how they can use cultural knowledge and their own funds of knowledge not only in their everyday life but also in new situations.

As students are able to understand their own world, they are able to transfer that knowledge to the greater, global world around them. I want my students to grow and achieve and be ambassadors for their language, their culture, and their communities, and being multiliterate will help them achieve that goal.

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## **Assessments for Surviving Alaska**

### **AUTHENTIC ASSESSMENT VS STANDARD ASSESSMENT**

Authentic Assessment is “Multiple forms of assessment that are consistent with classroom goal, curricula, and instruction”(O'Malley and Pierce, 1996, p. 2). During Authentic assessment students are allowed to show what they have learned by doing tasks that align with overall goals of the lesson, the standards that are addressed. However, during standard westernized assessment, students are asked to show what they learned using a test that may have true or false, multiple choice, matching, or open-ended questions. Many times these tests do not show what students really know. For example, if I was teaching how to use various weather instruments, I would not test their ability to use weather instruments through a paper-based traditional assessment. Instead I would use a performance assessment where a student has to orally tell me how they use each instrument. By using authentic assessment, the student is allowed to show what they know by explaining it in their own words. I would not give a paper based test because it doesn't align to how I taught them how to use the instruments, the ability to actually use it, or their ability to be able to explain how to use it.

### **WHY I CHOSE TO USE AUTHENTIC ASSESSMENT**

I wanted to assess how my students' progress in their ability to write on a topic when it is aligned with cultural knowledge presented in an Augmented Reality game. Students will begin with the writing topic “How would you survive in a post-apocalyptic world?” I wanted to have a baseline for their knowledge before I began. I will use their journals and digital stories to show what they learned after the unit. Many of my students come to school with an immense amount of knowledge about their natural world and living a subsistence lifestyle. I chose to ask this question because I wanted my students to see how they could use their funds of knowledge in different situations. In the game, they will be trying to help their characters survive a post-

apocalyptic world by using knowledge from elders, their own funds of knowledge, and research they perform. I wanted the prompt to correlate to the game and what information they will be presented in the context of the game. I chose to focus on writing because it is a great way for students to express themselves and to use the knowledge they are learning.

Not only will I be assessing their knowledge through writing samples, but I will also be doing formative assessments through checklists, oral assessments, conferencing, and digital stories. The students will be using checklists to make sure that they are staying on task throughout each week of the project and completing all of the activities. I will also be conferencing students about their writing, what they are learning, what information would help them complete each week's assignment, and what they like and dislike about the project. Finally, I will be using a summative assessment 6-traits rubric to grade their narrative journal writing pieces, and a digital story rubric for their digital story.

## PERFORMANCE ASSESSMENTS

According to O'Malley and Pierce (1996) Authentic Assessment "Consists of any form of assessment in which the students constructs a response orally or in writing"(p. 4). Students can give their responses during formal situations or informal situations (i.e. observations).

Performance assessments can be extremely helpful because it allows the student to explain what they know about a topic in their own words, and it allows the teacher to understand instantly what the student needs help with. Not only are performance assessments given orally or in writing, but they also have many valuable characteristics that make them relevant for classroom use. One characteristic is the use of constructed responses. Students must use higher order thinking skills to think about what they know about the topic presented to be able to discuss their knowledge in their own words. Another characteristic is that it authentic in that it relates to the topic, the standards, and the way the topic was presented. Not only is it authentic

it is also integrative. Performance assessments allows the teacher to integrate oral standards and writing standards across subject matters. Performance assessments also allow the process the students are learning relate to the product they are producing which allows them to delve deeper into the subject matter instead of just learning the basics of the topic. The last characteristics of performance assessments is that they are assessed using a rubric in which the expectations are known to students prior to the assessment. Some examples of types of performance assessments are "Oral interviews, story or text retelling, writing samples, project/ exhibitions, experiments/demonstrations, constructed response items, [and] teacher observations"(O'Malley & Pierce, 1996,p. 12).

Every day, when the students went through the game they used the notebook feature of ARIS to take notes on their progress. The used this feature to journal the questions that they used for interviews and the interviews themselves, pictures and videos of the tasks they are completing, and any information that they researched to complete the task. Students were given a rubric that shows them what they will need to include in their oral responses.

## PORTFOLIO ASSESSMENTS

Portfolio Assessments are "A systematic collection of student work that is analyzed to show progress over time with regard to instructional objectives"(O'Malley & Pierce, 1996, p. 5). For portfolio assessments a key characteristic is that the student chooses which pieces of work they want to be showcased in their portfolio. Students pick pieces of their work that show growth over time in regards to the standards that were covered during instruction. Portfolio assessments allow students to critically think about their own work and reflect on their own processes and abilities. Some examples of portfolios are writing samples, reading logs, drawings, audio/video tapes, teacher and student comments (O'Malley and Pierce, 1996).

One performance assessment aspect of the project was observations of students as they progress through the project. Peregoy and Boyle (2005) point out, "Assessment should be based on observations of students as they engage in authentic learning tasks." (p. 372) I worked to observe what skills students were struggling with as they navigated the game. I used these observations to help me develop relevant lessons on literacy or science skills students needed to learn in order to complete the activities within the game. For my observations, I used an App on the iPad called Evidence for Learning. I use this app because it allows me to take a picture of student work, add comments, link it to standards, tag skill (i.e. help with past tense), and link it to multiple students.

At the end of each week students wrote narrative writing pieces. The focus of the narrative writing pieces is for students take all of the knowledge that they have learned through the game and write about how their character completed the task that is laid out in the game. The students used a 6-traits checklist that corresponds to the rubric that I used to grade their writing pieces.

## SELF-ASSESSMENTS

Self-Assessments according to O'Malley and Pierce(1996) "promotes direct involvement in learning and the integration of cognitive abilities with motivation and attitude toward learning"(p. 5). Self-assessments helps students to work on metacognitive skills because it allows them to focus on their own learning processes. Self-assessments can have students focus on what they know, what they still need to know, what they need help with, or how much growth they have had.

My observations were used in conjunction with daily self-assessments completed by students. I wanted to include self-assessments because it "promotes direct involvement in learning and the integration of cognitive abilities with motivation and attitude toward learning"



(O'Malley & Pierce, 1996, p. 5). At the end of each week students had to self-assess their learning and what gaps they had in their own understanding. I used these self-assessments along with observations to tailor my instruction to students' needs. The students' self-assessments also helped me to understand how students are relating to the concepts in the game and what needs to be changed in future variations of the game. Along with their weekly self-assessments they will be completing weekly checklists to help the students stay on task and on topic.

At the conclusion of the game, each group worked collaboratively to create a digital story of what they learned. They were able to chose to do a story based on "how to survive", a year in the life of their characters, or what they learned overall from the project. Students had to collaborate to create a cohesive story. Then the groups will work together to create a digital story based on their collaborative story. Their digital story was assessed using a rubric. Not only will did I check for their ability to present their material, but I also assessed their ability to integrate the elder knowledge they learned from the game into their digital story.

Students' digital stories were graded using an analytic rubric. I chose a rubric because I was able to tailor it to the skills that we learned throughout the course of the project, and thus maintain validity. I wanted to make sure that my assessment of their learning was valid in that it "measures accurately what it is intended to measure." (Hughes, 2003, p.22) Not only did I use a rubric, but I also had another teacher help me assess students using the rubric to check for reliability. I wanted to ensure that there was inter-rater reliability and content reliability within the rubric. We chose one story at random to first assess using the rubric. After we scored separately, we discussed our results to see if any changes needed to be made to ensure reliability.

I chose to include a digital story because I wanted a performance assessment within the project. A performance assessment "consists of any form of assessment which the students constructs a response orally or in writing." (O'Malley & Pierce, 1996, p. 4) A digital story was an

authentic assessment in that it relates to their experiences within the game, and it helped students to think about their own process and the product they wanted to produce.

### Works Cited

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Peregoy, S. & Boyle, O. (2005). Reading assessment and instruction. In S. Peregoy & O. Boyle, (Eds.). *Reading, writing, and learning in ESL*. (pp.373.-411). NY: Longman.

### Daily Self-Assessment

What I accomplished today:	
What questions I have:	
My plan on how to answer my question:	
Someone who could help me:	

### Daily Self-Assessment

What I accomplished today:	
What questions I have:	
My plan on how to answer my question:	
Someone who could help me:	

### Daily Self-Assessment

What I accomplished today:	
What questions I have:	
My plan on how to answer my question:	
Someone who could help me:	

### Notebook- Oral Assessment

Topic/Purpose	Consistency	Pace	Grammar topic	Entries	Vocabulary
___ I stayed on topic	___ You can hear my voice clearly throughout.	___ The audience can understand what I am saying.	___ I included Grammar topic of the week (see standard list)	___ I have 3 oral journal entries	___ I included at least one science word in my oral journal.
___ I state what my purpose is.		___ I do not have dead space in my presentation.			___ I related what I learned to science.

## Responsibilities checklist

<b>Research</b>	
	I used a variety of helpful resources.
	I collected enough information to get a good understanding of my topic.
	I wrote down where I got each piece of information.
	I watched videos, interviewed community members, and/or researched on the internet.
<b>Relating Concepts</b>	
	I know how this project relates to what we are studying.
	I know how this project relates to our community.
	I wrote my journal entry related to the topic covered this week in class.
<b>Cooperative Work</b>	
	I met with my group members
	I showed respect and support for fellow team members.
	I did my share of the work.
	I contributed both time and effort.
	I helped us succeed.
	I collaborated to write a summary of what I learned

## Digital Story Rubric

CATEGORY	4	3	2	1
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
Voice - Consistency	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.
Voice - Pacing	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Duration of Presentation	Length of presentation was 4 minutes.	Length of presentation was 3 minutes.	Length of presentation was 2 minutes.	Presentation was less than 2 minutes long OR more than 4 minutes.
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
Science Content	Clearly and consistently relates content back to all of the Science concepts learned.	Relates to only 3-4 of the Science concepts learned.	Relates to only 1-2 of the Science concepts learned.	Does not relate it to any of the Science concepts.





**Lesson Plan**  
**Week 1**

<b>Project Week of:</b>  4/13/15	Standard: SC1.2,	Standard: SL.6.2	Standard: W.6.6, SL.6.2, W.6.7 , SF1.1-SF3.1
	Vocabulary: Apocalypse, Climate change, population, dispersal	Vocabulary:	Vocabulary:
	Materials: Ipads, Google Drive, Aris	Materials: Ipads, Google Drive, Aris	Materials: Ipads, Google Drive, Aris, phones
<b>Unit-Lesson</b>	<b>Pekyun/Monday (____)</b>	<b>Aipirin/Tuesday (____)</b>	<b>Pingayirin/Wednesday (____)</b>
<b>Content Objectives: (Activity 1)</b>	I can write on a specific topic.	I can use traditional knowledge to build a shelter.	I can use traditional knowledge to build a shelter.
<b>Language Objectives: (Activity 2)</b>	I can explain my reasoning.	I can record notes in an online notebook.	I can conduct research on how to build a shelter.
<b>Rationale:</b>	How to use traditional knowledge to survive.	How to use traditional knowledge to survive.	How to use traditional knowledge to survive.
<b>Direct Teach (15-20 min):</b>	Review the book Raven's Gift and the definition of the word apocalypse. Review climate change and how the spread of disease can effect populations.	Introduce individual Google notebooks with checklists. How to use the notebooks, and what they should be keeping in them.	Have students review their self-assessments from previous day. Then have them write out what questions they want to ask an elder using the notebook feature of Aris.
<b>Activity 1: Comprehension</b>	Have students write to the prompt: How would you survive the apocalypse?	Have students run through 1 <sup>st</sup> few scenes of the game. Have them discuss with their group what they found out.	Have students call and interview elders then record interviews in the notebook feature of Aris for future use.
<b>Closure:</b>	Exit ticket: What does apocalypse mean?	Exit ticket: Self-assessment	Exit ticket: Self-assessment

**Notes:**

<b>Health Week of:</b>  4/13/15	Skill:W.6.6, SL.6.2, W.6.7, SF1.1-SF3.1	Standard: W.6.6, SL.6.4, W.6.3.,
	Vocabulary:	Vocabulary:
	Materials: tarp, rope, scissors, paper, pencils, Ipads	Materials: Ipads, Google Drive, Aris
<b>Section/Unit :</b>	<b>Cetamirin/Thursday (Lesson ____)</b>	<b>Tallimirin/Friday (Lesson ____)</b>
<b>Content Objectives: (Activity 1)</b>	I can use traditional knowledge to build a shelter.	I can use traditional knowledge to build a shelter.
<b>Language Objectives: (Activity 2)</b>	I can collaborate with my group on how to use traditional knowledge to build a shelter	I can work with my group to write a journal entry about shelters.
<b>Rationale:</b>	How to use traditional knowledge to survive.	How to use traditional knowledge to survive.
<b>Direct Teach (15-20 min):</b>	Have students discuss what they learned from the elder on how to build a shelter. Then they need to draw a picture of how they would build a shelter using tarp and rope.	Students finish shelter. Then students get on Aris to get the prompt to journal about how they survived the first week by using knowledge from elders, so others may learn how to survive from them.
<b>Activity 1: Comprehension</b>	Once students have taken a picture of their drawing then have them grab a tarp, rope, and a pair of scissors. They will then go out behind the school to build their own shelter using the supplied materials, and materials they find outside of the school. When done they will record themselves explaining how they made their shelter and why.	Students will be prompted to collaborate with their group to write a journal entry. The journal entry will be completed using tablets and saved into their Google Drive folder for their group.
<b>Closure:</b>	Exit ticket: Self-Assessment	Turn in Journal on Google Drive.

**Lesson Plan**  
**Week 2**

<b>Project Week 2</b>	Standard:SL.6.2, W.6.5, A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4	Standard:W.6.6, SL.6.2, W.6.7 , SF1.1-SF3.1, A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4	StandardW.6.6, SL.6.2, W.6.7 , SF1.1-SF3.1, A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4
<b>Unit-Lesson</b>	<b>Pekyun/Monday (____)</b>	<b>Aipirin/Tuesday (____)</b>	<b>Pingayirin/Wednesday (____)</b>
<b>Content Objectives: (Activity 1)</b>	I can use good questioning skills to conduct interviews.	I can use traditional knowledge how to hunt animals.	I can use traditional knowledge how to hunt animals.
<b>Language Objectives: (Activity 2)</b>	I can explain the characteristics of a good interview.	I can conduct research on how to hunt animals.	I can conduct research on how to hunt animals.
<b>Rationale:</b>	How to use traditional knowledge to survive.	How to use traditional knowledge to survive.	How to use traditional knowledge to survive.
<b>Direct Teach (15-20 min):</b>	Have students go through next scene of game to get background knowledge on hunting. Lesson on How to interview.	Review the parts of a good interview. Have students practice with their group their script before calling elders.	Have students finish research and discuss what they have found and comment on the findings of other groups.
<b>Activity 1: Comprehension</b>	Have groups present their practice interviews.	Have groups call elders to answer their research questions. Make sure they record using notebook in Aris.Have students look up what traditional weapons looked like and what they were used for.	Have students listen to other interviews and comment on other groups interviews and pictures of weapons.
<b>Closure:</b>	Exit ticket: What is one attribute of a good interview. And complete Self-Assessment	Exit ticket: Self-assessment	Exit ticket: Self-assessment

<b>Project Week 2</b>	Skill: L.5.1.c Use verb tense to convey various times, sequences, states, and conditions	Skill: W.6.6, SL.6.4, W.6.3.A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4
<b>Section/Unit :</b>	<b>Cetamirin/Thursday (Lesson ____)</b>	<b>Tallimirin/Friday (Lesson ____)</b>
<b>Content Objectives: (Activity 1)</b>	I can use traditional knowledge to explain how to hunt animals	I can use traditional knowledge to explain how to hunt animals
<b>Language Objectives: (Activity 2)</b>	I can use correct verb tenses in my journal entry.	I can collaborate with my group to write a journal entry about hunting.
<b>Rationale:</b>	How to use traditional knowledge to survive	How to use traditional knowledge to survive
<b>Direct Teach (15-20 min):</b>	Lesson on verb tenses.	Writing Prompt: How did you use hunting to survive? Finish journal.
<b>Activity 1: Comprehension</b>	Have groups write their Journal entries. Writing Prompt: How did you use hunting to survive?	Finish aris scene and begin medicinal herbs scene. Write research questions. For next week.
<b>Closure:</b>	Exit ticket: Self-assessment	Turn in Journal on Google Drive. Fill out weekly self assessment.

**Notes:**

**Lesson Plan**  
**Week 3**

<b>Project Week 3</b>	Standard:L.6.3.a W.6.5, A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4	Standard:W.6.6, SL.6.2, W.6.7 , SF1.1-SF3.1, A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4	StandardW.6.6, SL.6.2, W.6.7 , SF1.1-SF3.1, A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4
<b>Unit-Lesson</b>	<b>Pekyun/Monday (____)</b>	<b>Aipirin/Tuesday (____)</b>	<b>Pingayirin/Wednesday (____)</b>
<b>Content Objectives: (Activity 1)</b>	I can revise my journal to have different types of sentences	I can use traditional knowledge to explain how to use medicinal plants	I can use traditional knowledge to explain how to use medicinal plants
<b>Language Objectives: (Activity 2)</b>	I can explain the characteristics of a good sentence.	I can conduct research on medicinal plants.	I can conduct research on medicinal plants.
<b>Rationale:</b>	How to use traditional knowledge to survive.	How to use traditional knowledge to survive.	How to use traditional knowledge to survive.
<b>Direct Teach (15-20 min):</b>	Have students go through next scene of game to get background knowledge on medicinal plants and watch both of Maggie's videos. Have students take notes on Content and Questions. Then lesson on sentence patterns.	Review the parts of a good interview. Have students collaborate and practice their script with their group before calling elders.	Have students finish research and discuss what they have found and comment on the findings of other groups. Have students decide what illness they will write about in their journal, what will cure it, where to find it, and how to prepare it.
<b>Activity 1: Comprehension</b>	Have students collaborate and revise journal one and two.	Have groups call elders to answer their research questions. Make sure they record using notebook in Aris.	Have students listen to other interviews and comment on other groups interviews
<b>Closure:</b>	Exit ticket: What is one attribute of a good sentence? And complete Self-Assessment	Exit ticket: Self-assessment	Exit ticket: Self-assessment

<b>Project Week 3</b>	Skill: L.7.2.a	Skill: W.6.6, SL.6.4, W.6.3.A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4
<b>Section/Unit :</b>	<b>Cetamirin/Thursday (Lesson ____)</b>	<b>Tallimirin/Friday (Lesson ____)</b>
<b>Content Objectives: (Activity 1)</b>	I can use a comma to separate coordinate adjectives.	I can use traditional knowledge to explain how to use medicinal plants
<b>Language Objectives: (Activity 2)</b>	I can explain why to use a comma to separate coordinate adjectives.	I can collaborate with my group to write a journal entry about medicinal plants.
<b>Rationale:</b>	How to use traditional knowledge to survive	How to use traditional knowledge to survive
<b>Direct Teach (15-20 min):</b>	Lesson on using a comma to separate coordinate adjectives.	Review varying sentence patterns and how to separate coordinate adjectives. Have groups collaborate and write journal 3. Writing prompt: Tell about a time one of your characters got sick. How did they heal themselves?
<b>Activity 1: Comprehension</b>	Have groups write their revise journals 1 and 2.	Have groups finish Journal 3
<b>Closure:</b>	Exit ticket: Why do we need to use a comma to separate coordinate adjectives?	Turn in Journal on Google Drive. Fill out weekly self assessment.

**Notes:**

**Lesson Plan**  
**Week 4**

<b>Project Week 4</b>	Standard:L.6.2.b, W.6.5, A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4	Standard:W.6.6, SL.6.2, W.6.7 , SF1.1-SF3.1, A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4	StandardW.6.6, SL.6.2, W.6.7 , SF1.1-SF3.1, A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4
<b>Unit-Lesson</b>	<b>Pekyun/Monday ( )</b>	<b>Aipirin/Tuesday ( )</b>	<b>Pingayirin/Wednesday ( )</b>
<b>Content Objectives: (Activity 1)</b>	I can use intrinsive pronouns in my writing.	I can use traditional knowledge to explain how to make clothes.	I can use traditional knowledge to explain how to make clothes.
<b>Language Objectives: (Activity 2)</b>	I can explain why I would use an intrinsive pronoun.	I can conduct research on clothing making methods.	I can conduct research on clothing making methods.
<b>Rationale:</b>	How to use traditional knowledge to survive.	How to use traditional knowledge to survive.	How to use traditional knowledge to survive.
<b>Direct Teach (15-20 min):</b>	Have students go through next scene of game to get background knowledge on clothing making. Have students record questions. Then lesson on intrinsive pronouns.	Review the parts of a good interview. Have students collaborate and practice their script with their group before calling elders.	Have students finish research and discuss what they have found and comment on the findings of other groups. Have students decide what illness they will write about in their journal, what will cure it, where to find it, and how to prepare it.
<b>Activity 1: Comprehension</b>	Have students collaborate and revise journal one through three.	Have groups call elders to answer their research questions. Make sure they record using notebook in Aris.	Have students listen to other interviews and comment on other groups interviews
<b>Closure:</b>	Exit ticket: Why would you use an intrinsive pronoun? And complete Self-Assessment	Exit ticket: Self-assessment	Exit ticket: Self-assessment

<b>Project Week 4</b>	Standards: L.5.5.a, A.1, A.2, A.3, B.1,B.3, D.1, D.3, D	Standards: W.6.6, SL.6.4, W.6.3.A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4
<b>Section/Unit :</b>	<b>Cetamirin/Thursday (Lesson ____)</b>	<b>Tallimirin/Friday (Lesson ____)</b>
<b>Content Objectives: (Activity 1)</b>	I can use figurative language in my writing.	I can use traditional knowledge to explain how to make clothes.
<b>Language Objectives: (Activity 2)</b>	I can write sentences with different forms of figurative writing.	I can collaborate with my group to write a journal entry about making clothing.
<b>Rationale:</b>	How to use traditional knowledge to survive	How to use traditional knowledge to survive
<b>Direct Teach (15-20 min):</b>	Lesson on using onomatopoeias, similes, and metaphors.	Review intrinsic pronouns and figurative language. Have groups collaborate and write journal 4.
<b>Activity 1: Comprehension</b>	Have groups write their revise journals 1-3 and begin brainstorming for journal 4. Writing prompt: How did your characters gather materials to make clothes and why?	Have groups finish Journal 4.
<b>Closure:</b>	Exit ticket: What is one example of figurative language you used in your writing today.	Turn in Journal on Google Drive. Fill out weekly self assessment.

**Notes:**



**Lesson Plan**  
**Week 5**

<b>Project Week 5</b>	Standard: W.6.5	Standard: W.6.5	Standard: W.6.5
<b>Unit-Lesson</b>	<b>Pekyun/Monday (____)</b>	<b>Aipirin/Tuesday (____)</b>	<b>Pingayirin/Wednesday (____)</b>
<b>Content Objectives: (Activity 1)</b>	I can use my checklist to help with revisions.	I can use my checklist to help with revisions.	I can use my checklist to help with revisions.
<b>Language Objectives: (Activity 2)</b>	I can revise my journals for ideas and organization.	I can revise my journals for word choice and sentence fluency.	I can revise my journals for voice and conventions.
<b>Rationale:</b>	How to use traditional knowledge to survive.	How to use traditional knowledge to survive.	How to use traditional knowledge to survive.
<b>Direct Teach (15-20 min):</b>	Review the 6 traits checklist sections for ideas and organization along with examples for each part.	Discuss questions from previous day's exit ticket. (Lesson on strong hooks.) Review 6-Traits checklist sections word choice and sentence fluency.	Discuss questions from previous day's exit ticket. Review 6-Traits checklist sections voice and conventions.
<b>Activity 1: Comprehension</b>	Have students collaborate and revise journal one through four.	Have students collaborate and revise journal one through four.	Have students collaborate and revise journal one through four.
<b>Closure:</b>	Exit ticket: What is one revision you need help with?	Exit ticket: What is one revision you need help with?	Exit ticket: What is one revision you need help with?

<b>Project Week 5</b>	Standards: W.6.6, SL.6.5, W.6.3.SL 6.4, SL 6.2,A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4	Standards: W.6.6, SL.6.5, W.6.3.SL 6.4, SL 6.2,A.1, A.2, A.3, B.1,B.3, D.1, D.3, D.4
<b>Section/Unit :</b>	<b>Cetamirin/Thursday (Lesson ____)</b>	<b>Tallimirin/Friday (Lesson ____)</b>
<b>Content Objectives: (Activity 1)</b>	I can create a digital story.	I can create a digital story.
<b>Language Objectives: (Activity 2)</b>	I can use a storyboard to help me with my digital story.	I can record my narrative on Adobe Voice.
<b>Rationale:</b>	How to use traditional knowledge to survive	How to use traditional knowledge to survive
<b>Direct Teach (15-20 min):</b>	Discuss questions from previous day's exit ticket. Explain that they will be creating digital stories to share with community on what they learned from the project. They have a choice of what type of story they want to do: how to survive, what I learned, or a narrative of a year in their characters' lives. Discuss Digital Story Rubric and what needs to be included in their story for an A.	Have students finish storyboard. Then have them go into Adobe voice and add pictures and their narratives.
<b>Activity 1: Comprehension</b>	Have groups collaborate on what they would like to have in their digital story and to create a storyboard of their work.	Have groups finish digital story and then e-mail a copy to me.
<b>Closure:</b>	Exit ticket: What do you need to finish for tomorrow?	Exit ticket: What was one thing you liked about this unit.

**Notes:**